



## Lady's Island Middle

30 Cougar Drive  
Beaufort, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	666 Students	
<b>Principal</b>	Terry G. Bennett	843-322-3100
<b>Superintendent</b>	Dr. Valerie Truesdale	843-322-2300
<b>Board Chair</b>	Fred Washington	843-322-2356

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Below Average	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

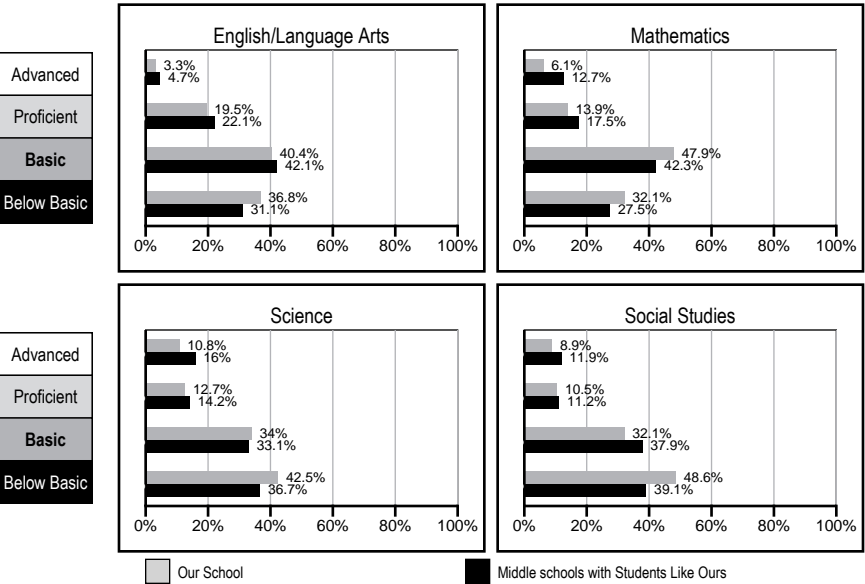
91.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	15	36	5

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	95.8	97.2
English 1	97.7	95.7
Physical Science	0	57.7
All Subjects	96.7	96.2

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=666)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	10.3%	Down from 29.8%	19.2%	19.4%
Retention rate	2.5%	Up from 0.6%	1.6%	1.8%
Attendance rate	95.2%	Down from 95.6%	95.9%	95.8%
Eligible for gifted and talented	16.8%	Up from 14.5%	16.9%	15.3%
With disabilities other than speech	11.5%	Up from 10.8%	14.3%	12.9%
Older than usual for grade	3.0%	Up from 0.9%	3.1%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.5%	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=51)</b>				
Teachers with advanced degrees	72.5%	Up from 65.3%	53.4%	55.0%
Continuing contract teachers	60.8%	Down from 69.4%	73.8%	70.6%
Teachers with emergency or provisional certificates	7.0%	Down from 7.5%	5.4%	5.4%
Teachers returning from previous year	86.4%	Down from 86.6%	84.4%	83.4%
Teacher attendance rate	93.7%	Up from 92.8%	94.8%	94.9%
Average teacher salary	\$46,668	Up 4.4%	\$44,220	\$44,706
Professional development days/teacher	9.8 days	Down from 12.1 days	11.5 days	11.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 6.0	3.0	3.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 18.1 to 1	19.6 to 1	20.1 to 1
Prime instructional time	86.9%	Up from 85.8%	89.2%	89.3%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.4%	Up from 95.5%	97.8%	98.0%
Character development program	Below Average	Down from Average	Good	Good
Dollars spent per pupil*	\$7,531	Up 2.3%	\$6,993	\$7,097
Percent of expenditures for instruction*	64.3%	Down from 65.7%	64.8%	64.4%
Percent of expenditures for teacher salaries*	61.6%	Down from 64.0%	60.1%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Report of Principal and School Improvement Council

Greetings to the parents, students, and community of Lady's Island Middle School!

This school year was an exciting one full of transitions. With a new school principal coming onboard, many changes took place in personnel, curriculum, and other programs. This school year was the last year for LIMS to participate in the Teacher Advancement and Middle Years Programs. Small steps were taken to increase the school's STEM (Science Technology Engineering and Mathematics) Program. Emphasis was placed on revitalizing the Media Center with new up-to-date books, resurrecting the art program, studying the student test scores (MAP & PACT), and making numerous small cosmetic improvements to the school building.

The school had many causes for celebration: The football team went undefeated and won the county championship, and our students excelled in the other sports, including track, softball, baseball, basketball, volleyball, wrestling, and cheerleading. This was the first year with school uniforms, which helped to improve the school's climate. Numerous grants were written and received. Over 1000 new library books were added. The teacher turnover rate hit a new low. Another computer lab came online, allowing more teachers the opportunity to have their students benefit from the use of technology.

During the 2007-2008 school year, the teachers and staff continued to work relentlessly on providing the students of our school with the best core curriculum available. With our drive to be the best, implementation of the state curriculum has given the students, the teachers, and the school many opportunities for recognition. With our focus on common curriculum maps and varied, common assessments, the teachers are using the best instructional practices available.

Lady's Island Middle School is a small but growing school with an abounding history and bright future. The horizon before us is gleaming for several reasons: a powerful and effective instructional staff, involved parents, innovative programs, community connections and partnerships, and loving, caring students.

However, we have several hurdles that must be addressed: low student attendance, high student tardiness, disappointing test scores, an aging building, and budget restraints. We are putting into place steps to address these issues in a timely manner.

We encourage members of the community to join our winning team at Lady's Island Middle School. Without the additional support of the community, our small school will not be able to rise to the top. Therefore, we challenge everyone - parents, business partners, the arts community, retirees, and even former students - to come into the school and make our school the best it can be for our students!

Mr. Terry G. Bennett, Principal  
Mr. Garner Jones, Assistant Principal  
Mrs. Jennifer Morillo, Assistant Principal  
Mrs. Gail Clark, School Improvement Council Chairperson  
Mrs. Annette Rauenhorst, PTO President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	215	80
Percent satisfied with learning environment	72.9%	61.5%	62.3%
Percent satisfied with social and physical environment	68.1%	61.2%	54.5%
Percent satisfied with school-home relations	62.5%	72.6%	59.2%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 13 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	6.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	11.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.4%	0.0%	No
Student attendance rate	95.2%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	658	100	38.1	41.1	18.6	2.2	29	47.3	48.2	No	Yes
<b>Gender</b>											
Male	337	100	47.8	38.8	12.5	0.9	20	40.8	41.7	N/A	N/A
Female	321	100	27.9	43.5	25	3.6	38.3	54.2	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	212	100	17.6	45.6	31.9	4.9	49	65.1	60	Yes	Yes
African American	416	100	48.9	39	11.6	0.5	18.4	30.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.1	70.4	I/S	I/S
Hispanic	29	100	34.6	38.5	19.2	7.7	30.8	34.3	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	43.8	47	I/S	I/S
<b>Disability Status</b>											
Disabled	80	100	92.2	6.5	1.3	0	2.6	12.9	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	30.2	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	394	100	50.3	37.4	11.5	0.8	18.6	32.3	34	No	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	658	100	33.3	48.4	12.6	5.7	29	41.7	45.8	No	Yes
<b>Gender</b>											
Male	337	100	38.4	46.3	9.1	6.3	27.5	42.3	45.6	N/A	N/A
Female	321	100	27.9	50.6	16.2	5.2	30.5	41	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	212	100	14.2	47.5	23.5	14.7	50	60.6	59	Yes	Yes
African American	416	100	42.8	50.1	6	1	17.4	22.7	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.4	71.3	I/S	I/S
Hispanic	29	100	38.5	30.8	23.1	7.7	38.5	30	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	43.8	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	80	100	81.8	14.3	2.6	1.3	6.5	14.1	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	26.2	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	394	100	42.7	49.2	6.5	1.6	17.5	26.1	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	------------------------	--------------------------

**Science**

All Students	443	99.8	42.5	34	12.7	10.8	23.6	30.8	35.7	95.2	96.3
<b>Gender</b>											
Male	222	99.6	48.6	30	11	10.5	21.4	32.8	37.4	95.1	96.2
Female	221	100	36.4	37.9	14.5	11.2	25.7	28.7	33.8	95.4	96.4
<b>Racial/Ethnic Group</b>											
White	153	100	22.8	33.8	20.7	22.8	43.4	49.4	49.2	95.7	96.2
African American	274	99.6	53.8	34.2	8.3	3.8	12	12.7	17	95.1	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.4	58	N/A	96.7
Hispanic	16	100	30.8	30.8	15.4	23.1	38.5	17.4	24.9	94	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	37.4	98.9	96.1
<b>Disability Status</b>											
Disabled	52	100	84	14	0	2	2	11.7	14	94.5	95.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.4
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	14.5	24.4	95.5	96.7
<b>Socio-Economic Status</b>											
Subsided meals	267	100	52.5	34.9	8	4.6	12.6	15.9	21.1	94.7	96.1

**Social Studies**

All Students	441	99.8	48.6	32.1	10.5	8.9	19.4	28	34	95.2	96.3
<b>Gender</b>											
Male	230	99.6	47	31.6	10.7	10.7	21.4	30	36.6	95.1	96.2
Female	211	100	50.2	32.5	10.3	6.9	17.2	25.8	31.3	95.4	96.4
<b>Racial/Ethnic Group</b>											
White	126	100	22	39.8	18.7	19.5	38.2	42.3	44.5	95.7	96.2
African American	292	99.7	60.6	29.2	6.9	3.3	10.2	13.4	19.1	95.1	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.6	58.9	N/A	96.7
Hispanic	22	100	50	20	10	20	30	19.4	27.5	94	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	98.9	96.1
<b>Disability Status</b>											
Disabled	59	100	80.4	17.9	1.8	0	1.8	10	14.4	94.5	95.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.4
<b>English Proficiency</b>											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	16.6	27.3	95.5	96.7
<b>Socio-Economic Status</b>											
Subsided meals	271	99.6	62.4	28.3	5	4.3	9.3	14.9	21	94.7	96.1

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	210	100	42.2	36.9	14.4	6.4	20.9
	7	241	99.6	45.4	33	19.4	2.2	21.6
	8	222	98.7	41.1	43.5	14.5	1	15.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	189	100	38.8	35.4	21.9	3.9	25.8
	7	226	100	38.6	44.2	16.3	0.9	17.2
	8	243	100	37	42.6	18.3	2.1	20.4
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	210	100	37.4	36.4	21.4	4.8	26.2
	7	241	100	40.4	38.2	16.2	5.3	21.5
	8	222	98.7	46.4	41.1	10.1	2.4	12.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	189	100	38.8	33.1	18.5	9.6	28.1
	7	226	100	30.7	53	9.8	6.5	16.3
	8	243	100	31.5	55.7	10.6	2.1	12.8
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	106	99.1	63.3	23.3	6.7	6.7	13.3
	7	241	98.8	43.1	34.2	15.1	7.6	22.7
	8	109	100	49	41.2	6.9	2.9	9.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	96	99	51.6	19.8	9.9	18.7	28.6
	7	226	100	37.7	40.9	11.6	9.8	21.4
	8	121	100	44.1	32.2	16.9	6.8	23.7
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	103	100	30.9	38.1	19.6	11.3	30.9
	7	241	99.2	45.6	39.4	7.1	8	15
	8	110	99.1	43.4	44.3	9.4	2.8	12.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	93	100	32.2	21.8	18.4	27.6	46
	7	226	99.6	59.8	25.2	9.8	5.1	15
	8	122	100	40.2	52.1	6	1.7	7.7

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample